

Chesnee Elementary

212 North Alabama Ave
Chesnee, SC 29323

Grades	PK-5 Elementary School	
Enrollment	484 Students	
Principal	Dr. Robert P. Ledford	864-461-7322
Superintendent	Dr. Scott J. Mercer	864-578-0128
Board Chair	Mrs. Joyce M. Wright	864-578-0128

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	22	73	7	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Unsatisfactory	No
2004	Good	Below Average	Yes
2005	Good	Unsatisfactory	Yes
2006	Average	Unsatisfactory	Yes

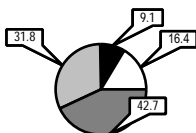
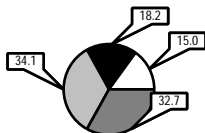
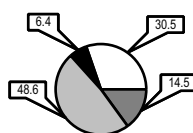
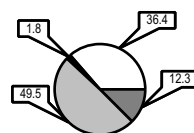
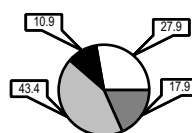
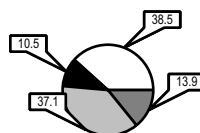
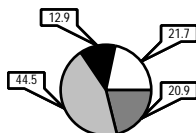
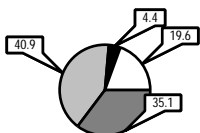
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	233	100.0	16.4	31.8	42.7	9.1	65.0	Yes	Yes
Gender									
Male	118	100.0	20.4	31.0	40.7	8.0	58.4	N/A	N/A
Female	115	100.0	12.1	32.7	44.9	10.3	72.0	N/A	N/A
Racial/Ethnic Group									
White	192	100.0	15.4	33.0	41.2	10.4	65.4	Yes	Yes
African American	33	100.0	18.8	31.3	50.0	0.0	62.5	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	199	100.0	8.5	31.4	50.0	10.1	74.5	N/A	N/A
Disabled	34	100.0	62.5	34.4	0.0	3.1	9.4	I/S	I/S
Migrant Status									
Migrant	2	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	231	100.0	16.1	32.1	42.7	9.2	65.1	N/A	N/A
English Proficiency									
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	225	100.0	15.9	32.2	42.5	9.3	65.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	149	100.0	22.6	35.8	36.5	5.1	54.7	Yes	Yes
Full-pay meals	84	100.0	6.0	25.3	53.0	15.7	81.9	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	233	100.0	15.0	34.1	32.7	18.2	63.6	Yes	Yes
Gender									
Male	118	100.0	14.2	32.7	35.4	17.7	65.5	N/A	N/A
Female	115	100.0	15.9	35.5	29.9	18.7	61.7	N/A	N/A
Racial/Ethnic Group									
White	192	100.0	14.3	31.9	34.6	19.2	64.8	Yes	Yes
African American	33	100.0	18.8	40.6	28.1	12.5	59.4	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	199	100.0	9.6	34.0	35.6	20.7	69.7	N/A	N/A
Disabled	34	100.0	46.9	34.4	15.6	3.1	28.1	I/S	I/S
Migrant Status									
Migrant	2	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	231	100.0	15.1	33.5	33.0	18.3	63.8	N/A	N/A
English Proficiency									
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	225	100.0	15.0	33.2	33.6	18.2	64.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	149	100.0	19.0	38.0	27.0	16.1	55.5	Yes	Yes
Full-pay meals	84	100.0	8.4	27.7	42.2	21.7	77.1	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	234	99.1	30.1	48.9	14.6	6.4	21.0
Gender							
Male	119	98.3	25.0	54.5	12.5	8.0	20.5
Female	115	100.0	35.5	43.0	16.8	4.7	21.5
Racial/Ethnic Group							
White	192	99.5	27.6	49.7	14.9	7.7	22.7
African American	33	100.0	43.8	43.8	12.5	0.0	12.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	9	88.9	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	199	99.5	24.6	51.3	16.6	7.5	24.1
Disabled	35	97.1	62.5	34.4	3.1	0.0	3.1
Migrant Status							
Migrant	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	232	99.1	30.0	48.8	14.7	6.5	21.2
English Proficiency							
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	226	99.1	30.0	48.4	15.0	6.6	21.6
Socio-Economic Status							
Subsidized meals	150	98.7	36.8	48.5	11.0	3.7	14.7
Full-pay meals	84	100.0	19.3	49.4	20.5	10.8	31.3

Social Studies							
All Students	234	99.1	36.1	49.8	12.3	1.8	14.2
Gender							
Male	119	98.3	33.9	47.3	17.0	1.8	18.8
Female	115	100.0	38.3	52.3	7.5	1.9	9.3
Racial/Ethnic Group							
White	192	99.5	36.5	48.6	12.7	2.2	14.9
African American	33	100.0	34.4	62.5	3.1	0.0	3.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	9	88.9	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	199	99.5	31.6	52.4	13.9	2.1	16.0
Disabled	35	97.1	62.5	34.4	3.1	0.0	3.1
Migrant Status							
Migrant	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	232	99.1	35.9	50.2	12.0	1.8	13.8
English Proficiency							
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	226	99.1	36.2	50.2	11.7	1.9	13.6
Socio-Economic Status							
Subsidized meals	150	98.7	40.4	50.0	9.6	0.0	9.6
Full-pay meals	84	100.0	28.9	49.4	16.9	4.8	21.7

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	81	100.0	6.7	22.7	60.0	10.7	70.7
	4	84	100.0	13.6	42.0	39.5	4.9	44.4
	5	69	100.0	28.8	53.0	18.2	0.0	18.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	65	100.0	15.9	22.2	46.0	15.9	61.9
	4	79	100.0	9.6	34.2	45.2	11.0	56.2
	5	89	100.0	22.6	36.9	38.1	2.4	40.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	81	100.0	10.7	58.7	22.7	8.0	30.7
	4	84	100.0	13.6	39.5	30.9	16.0	46.9
	5	69	100.0	18.2	59.1	16.7	6.1	22.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	65	100.0	11.1	25.4	47.6	15.9	63.5
	4	79	100.0	13.7	26.0	34.2	26.0	60.3
	5	89	100.0	19.0	47.6	20.2	13.1	33.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	81	100.0	20.0	58.7	14.7	6.7	21.3
	4	84	100.0	45.7	25.9	18.5	9.9	28.4
	5	69	98.6	60.0	32.3	7.7	0.0	7.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	65	100.0	17.5	58.7	23.8	0.0	23.8
	4	80	97.5	29.2	48.6	11.1	11.1	22.2
	5	89	100.0	40.5	41.7	10.7	7.1	17.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	81	100.0	13.3	46.7	29.3	10.7	40.0
	4	84	100.0	25.9	48.1	21.0	4.9	25.9
	5	69	98.6	55.4	35.4	7.7	1.5	9.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	65	100.0	22.2	54.0	20.6	3.2	23.8
	4	80	97.5	25.0	65.3	9.7	0.0	9.7
	5	89	100.0	56.0	33.3	8.3	2.4	10.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 484)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	1.5%	Down from 2.5%	2.7%	2.8%
Attendance rate	96.9%	Up from 96.1%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 10.7%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 6.8%	0.0%	0.0%
Eligible for gifted and talented	10.1%	Up from 8.8%	10.7%	10.4%
On academic plans	32.3%	N/AV	38.5%	33.6%
On academic probation	0.0%	N/AV	1.4%	1.0%
With disabilities other than speech	8.7%	Down from 11.6%	8.3%	7.5%
Older than usual for grade	0.2%	Down from 0.9%	0.8%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 34)				
Teachers with advanced degrees	64.7%	Down from 66.7%	53.3%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	8.8%	N/A	0.0%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	89.2%	Up from 86.0%	88.1%	87.3%
Teacher attendance rate	94.8%	Down from 95.6%	94.8%	94.9%
Average teacher salary	\$43,706	Up 2.8%	\$42,465	\$42,485
Prof. development days/teacher	13.9 days	Up from 11.9 days	14.0 days	13.3 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Down from 19.7 to 1	18.4 to 1	18.6 to 1
Prime instructional time	88.7%	Down from 89.6%	89.4%	89.7%
Dollars spent per pupil*	\$6,790	Up 16.5%	\$6,326	\$6,557
Percent of expenditures for teacher salaries*	58.4%	Down from 63.1%	63.8%	64.0%
Percent of expenditures for instruction*	67.7%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Up from Average	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Chesnee Elementary School is a Title I school continuing to serve one of the county's most unique communities. Located in the center of a small town, the focus is on a positive and nurturing environment to assist in building a strong foundation for future citizens.

In order to help the students with both academic and social needs, the faculty uses a variety of strategies to promote growth and development. To enhance the fine arts program, students participated in the fourth annual drama production, an art show, and the Muse Machine Grant. The school has an alliance with the Spartanburg County Arts Foundation to help provide numerous cultural activities for the students. The school has an affiliation with the Boys and Girls Club of Spartanburg to operate a year-round program for students. The club provided participants with both academic and social training in a fun-filled, caring and supportive environment. Children are involved in the research based 100 Book Challenge Program and the Dolly Parton Imagination Library to help children with early reading skills. Our reading accomplishments through these programs have helped better prepare our students for success. Reading is Fundamental continues to provide the students with quality children's books. In addition, books are given to our local preschoolers at our various family nights. Over the past two years, the students and teachers have worked with a math coach to broaden our effective techniques in the classrooms and increase student achievement.

As determined by our Title I surveys, parents are excited about the various aspects of the school's educational programs. Chesnee Elementary continues to serve the community as a Red Carpet School, a recognition received from the State Department of Education.

The school staff, PTA, and volunteers worked together to promote parental and community involvement. Student programs enhanced the six PTA meetings during the year. Participation in the three family nights, designed to help parents understand academically assisting their children, exceeded school attendance projections. The increase in parent participation is one contributing factor that has enhanced student performance.

The teachers and staff continue to participate in training to improve their teaching skills and strategies. Our teachers eagerly work with reading consultants and participate in research-based current trends in education. The teachers recognize the importance of professional growth to improve student performance.

Together with our community, Chesnee Elementary School will continue to focus on the current programs, as well as seek new strategies to help further mold the students into intelligent, well-mannered, and caring citizens.

Jeanna Harris, SIC
Robert P. Ledford, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	35	85	57
Percent satisfied with learning environment	100.0%	82.4%	78.9%
Percent satisfied with social and physical environment	100.0%	78.8%	78.6%
Percent satisfied with school-home relations	100.0%	85.9%	85.7%

*Only students at the highest elementary school grade level at this school and their parents were included.